

1962

As a result, American constitutional government emerges in new strength, vitality, and dedicated purpose.

Freedom is a way of life which only free men and women can maintain and defend.

And freedom prospers from year to year only as the Congress is alert and responsive to the demands of orderly constitutional government. The national will and purpose find effective expression in government only through the laws enacted by the Congress.

During these 2 years, Congress has been in session 18 months out of 24—a notable tribute to the dedication and devotion of the Members.

Our first session, under the leadership of our beloved late Speaker, the Honorable Sam Rayburn, of Texas, was notable for measures strengthening the national defense against world communism, and for legislation buttressing the domestic economy against our fourth postwar economic recession.

America today pays sincere tribute to the memory of Sam Rayburn for his heroic leadership in that great session of the Congress. All Members here present pause to honor his devoted patriotism and his wise and determined consecration to America's steady advance in security and peace.

In our second session, this year, we have all admired and honored the determined and inspired leadership of Speaker JOHN W. McCORMACK, a great and dedicated American truly in tune with the mood and temper of his time.

In these two great leaders the 87th Congress reflects the true dimensions of American statesmanship.

We salute also the high quality of leadership which our country has had in the U.S. Senate.

#### DEFENSE POSTURE STRENGTHENED

The 87th Congress has contributed substantially to modernizing and strengthening our U.S. military posture.

We now command a new and awesome ability to respond to aggression throughout the entire spectrum of military power. In every kind of defense—from brush-fire engagements to nuclear exchange—our security posture has been increased significantly.

Our new nuclear striking power provides a retaliatory force capable of survival even after a surprise attack. All our operational weapons systems now are hardened, dispersed, and covealed. The combat readiness of all our forces has been steadily improved. Our conquest of space during these last two years has been the most spectacular in the entire history of cosmic exploration.

#### MAJOR ENACTMENTS

The Trade Expansion Act of 1962 marks an historic milestone in U.S. trade policy. It is one of the legislative landmarks of the 20th century. It not only adds a new dimension to the struggle between freedom and communism, it equips the American people with the tools to meet the challenge of a rising European Economic Community.

The Revenue Act of 1962 represents the first major revision of our tax laws since 1954. By this measure, we provided

a tax incentive to modernization and growth, made more equitable both the taxation of income of savings institutions and the treatment of deductions for business expenses, and increased taxes on income earned by American subsidiaries abroad.

Our farm bills of 1961 and 1962 were landmark measures. The 1961 bill enabled us, and the 1962 bill strengthens these efforts, to reduce farm surpluses, maintain and even raise farm income, save tax dollars, and provide the American people with an abundance of basic agricultural commodities at low prices. We repealed the 1958 feed grain program, under which surpluses began to mount at an impossible cost to the American taxpayer. We eliminated an archaic wheat act which provided for an arbitrary national allotment of fifty-five million acres regardless of our domestic or foreign exports.

We authorized this country to loan up to \$100 million to the United Nations.

The Communications Satellite Act will lead to the creation of a joint public and private corporation which will usher in the age of instantaneous world-wide space communications.

Our foreign aid program was completely revamped to emphasize long-term assistance and loans instead of grants. The Alliance for Progress is history's first dramatic assault on poverty in Latin America, and it represents a bold offensive against the seeds of communism in our hemisphere.

We made the first major revision since 1950 in our public welfare programs, stressing rehabilitation and training instead of continued dependency.

We amended the Social Security Act, reducing the male retirement age, increasing from \$33 to \$40 the minimum monthly Federal benefits, increasing by 10 percent the benefits for widows, and liberalizing eligibility and retirement requirements. Nearly 5 million persons are receiving new or increased benefits.

The Housing Act of 1961 represented the most comprehensive and far-reaching housing program in congressional history.

After 20 years of congressional effort, this session's legislation authorizing an amendment of the Constitution to prohibit poll taxes marks a great monument in the battle for civil rights.

#### LABOR WINS THE TOOLS OF FREEDOM

The Manpower Development and Training Act of March 15, 1962, marks a new frontier in Federal assistance to national development.

This act seeks to provide industry with the trained manpower necessary to meet the challenge of automation and technological change. It is a new and vigorous approach to full employment and continued business expansion. It is a new opportunity for several million American workers so long unemployed or underemployed because they lacked the skills demanded by technological progress.

The Area Redevelopment Act of 1961 is a companion measure of the 87th Congress to advance the economic development of those areas which have for so

many years suffered from persistent unemployment.

This is a broad program to stimulate new industrial development in every depressed area of the Nation. It is a bold attempt to focus the power and might of the Federal Government upon the basic need of the people—jobs at decent wages.

Every State, indeed, every factory in the land, will be benefited by the expanded on-the-job training program embodied in this progressive legislation.

Wages and hours have been protected further by the 1961 amendments to the Fair Labor Standards Act. Minimum wages are fixed at \$1.15 an hour for 2 years, and \$1.25 an hour thereafter.

When this law was put on the books in 1938, the minimum wage was only 25 cents an hour.

Coverage of the act was extended by our 1961 amendments to 3,600,000 additional workers, bringing the total now covered to approximately 28 million. For the first time in history, the 1961 amendments extend this minimum-wage coverage to about 2,200,000 retail clerks.

We amended the Welfare and Pension Plans Disclosure Act and put teeth into Federal efforts to protect our laborers against mismanagement of their welfare and pension funds.

Other enactments of major interest to labor brighten the record of the 87th Congress—perhaps the most fruitful Congress in 25 years in this area of legislation.

#### VETERANS' LEGISLATION

No less than 30 new laws have been enacted in these 2 years for the benefit of our war veterans, increasing disability compensation, extending the home loan program, revamping procedures before the Board of Veterans' Appeals, and expanding the benefits of Government insurance.

#### OTHER MAJOR ENACTMENTS

Public works and military construction have been expanded and accelerated on every front—highways, housing, urban renewal, homes for the aged, education, and recreation. The \$900 million Public Works Act of September 14, 1962, soon will provide 400,000 new jobs throughout the country.

Public Health has been protected by a comprehensive new law to police both the production and distribution of prescription drugs. Experimental drugs which may endanger health are brought under Federal inspection and license for the first time in history.

Juvenile delinquency has been attacked on the national front, through enactment of Public Law 87-274, the first comprehensive measure in our history to mobilize the Nation's energies in behalf of young people unable to find constructive employment.

Already we have seen the establishment of 17 demonstrations projects under this new program, plus 26 training grants for Youth Workshops in our great universities.

Development of our natural resources was significantly advanced by our creation of three national seashores and an authorization of nine new reclamation projects. We also made possible the

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world's largest atomic electric power plant by authorizing the use of the steam of the Hanford Reactor for these purposes at no expense to the Government of the United States.

Educational Television has been stimulated on a truly national scale, through an authorization of \$32 million for construction grants to the States and colleges as well as by legislation requiring television sets manufactured in the future to receive ultrahigh frequencies.

Federal laws to fight air and water pollution have been extended and supported vigorously with appropriations commensurate with today's national needs.

Postal rates and Federal pay scales have been revised to promote national economic expansion and price stability.

Through a new agency of Government, the Peace Corps, established in 1961, we have added a vital new dimension to foreign aid. Today, the Peace Corps operates in 38 countries, and by July 1, 1963, will have some 10,000 volunteers engaged in educational development works overseas.

These are the highlights of the last two years. In addition, a tremendous volume of subsidiary legislation—more than 760 Public Laws in all—make the complete record of this historic 87th Congress.

Let this table of worthy accomplishments stand as a tribute to the faithful public service of all the Members of this House.

(Mr. BYRNES of Wisconsin (at the request of Mr. Bow) was given permission to extend his remarks at this point in the Record, to revise and extend his remarks, and to include tables.)

[Mr. BYRNES of Wisconsin's remarks will appear hereafter in the Appendix.]

#### THE HONORABLE FRANK KOWALSKI

The SPEAKER. Under the previous order of the House the gentleman from New York (Mr. RYAN) is recognized for 15 minutes.

Mr. RYAN of New York. Mr. Speaker, it has been said: "All that is necessary for the triumph of evil is that good men do nothing." The greatest evil that has confronted the world since the dawn of civilization is war. We have now reached the stage where men possessed with nuclear weapons can end civilization.

As this 87th Congress adjourns, it is appropriate to honor a man of great goodness and courage, a man who has labored long and hard for a lasting peace, our distinguished colleague and my friend Congressman FRANK KOWALSKI.

First elected to Congress in 1958 as Representative at large from Connecticut, FRANK KOWALSKI brought with him the priceless experience in national defense which he gained during a brilliant 33-year career as an officer of the U.S. Army. His colleagues, recognizing his extraordinary abilities, selected him to serve on the House Armed Services Committee.

Out of his deep concern for the dignity of the individual and for the efficient use of our military manpower, FRANK KOWALSKI immediately launched a drive to halt

the use of GI's as military servants. As part of this campaign he was instrumental in the establishment of the Subcommittee on Manpower Utilization. His campaign contributed to an improved defense posture and resulted in the savings of millions of the taxpayers' dollars. Only a few weeks ago Secretary of Defense McNamara revealed that the Department of Defense has now identified and will transfer to military duties the "lost division" of 15,000 enlisted men engaged in nonessential jobs.

Devoted to the principles of democracy, FRANK KOWALSKI has been a strong advocate of strict civilian control of our Armed Forces. He has advocated the unification of our military services along functional lines.

FRANK'S courage in speaking out strongly for patient moderation when others seemed clamoring for war has been an inspiration to many of us. His experience of the horror of nuclear war as Military Governor of Hiroshima taught him a lesson which is never out of his mind. He has repeatedly, often without much support, spoken out against nuclear testing for political, psychological, or aggressive purposes. He has been a crusader for international cooperation, disarmament, and a stronger United Nations as the best means for achieving world peace. His excellent tool bank proposal is typical of his intelligent and human approach to international understanding.

Knowing we cannot have a strong and free world without a strong and free America, FRANK KOWALSKI has fought hard for progressive social legislation that would make it possible for every American to obtain his full civil rights, a decent home, a good education, and security in his old age. He has been a leader in the fight for a higher minimum wage, school desegregation, incentives for the small businessman, Federal aid to education, improved social security benefits, essential veterans benefits, and medical care for the aged.

One of his most notable contributions was to call to the attention of the Nation the inequities in our defense procurement policies which permit Government subsidies for extra costs incurred by firms with Government contracts when their workers go on strike.

FRANK KOWALSKI's service has not gone unnoticed. In his first two action-packed years in the Congress he made a deep impression on the people of Connecticut and the Nation. In 1960, on the basis of his record of achievement, the people of his State gave him an overwhelming vote of confidence by returning him to office with the highest vote any Democrat has ever received in Connecticut. Spurred on by the strong support of the people of Connecticut, he redoubled his efforts in his second term. There has been no more vigorous and outspoken supporter of the administration's program than FRANK KOWALSKI.

The fact that FRANK KOWALSKI is not running for reelection is a severe loss to Connecticut, the Congress, and the Nation. As he retires from the Congress, I am sure he goes with the respect and best wishes of all of us. I know we all

hope that FRANK will be given the opportunity to continue in the service of his country, fighting for peace and guided by his deeply human philosophy: "Man is the most important concern of government."

#### NATIONAL DEBT SHOULD BE REDUCED

The SPEAKER. Under the previous order of the House the gentleman from New Jersey (Mr. WALLHAUSER), is recognized for 5 minutes.

(Mr. WALLHAUSER asked and was given permission to revise and extend his remarks.)

Mr. WALLHAUSER. Mr. Speaker, it is my earnest hope, as the 87th Congress adjourns, that we will all carry home with us two compelling thoughts that, in my judgment, will be for the benefit of this great country of ours. First, the legislative branch of our Government, as represented by the House of Representatives and the Senate, must continue to resist efforts of the executive branch to dilute our authority and powers granted to us under the Constitution.

Second, the stability of our monetary system is of such great importance that it should always be uppermost in the minds of those of us whose duty and responsibility it is to preserve it. Empires have fallen when the octopus of inflation has strangled them, and we who have built on a strong foundation stone of fiscal responsibility must never let this happen. Our debt, now at \$300 billion, should be systematically reduced so that our children, and our children's children, will not be faced with the real danger of collapse of our free enterprise system, on which the greatness of our country has been built.

#### PROBLEMS IN CUBA

The SPEAKER. Under previous order of the House, the gentleman from West Virginia (Mr. STAGGERS) is recognized for 10 minutes.

Mr. STAGGERS. Mr. Speaker, since the Bay of Pigs fiasco in 1961, those who do not wish us well have used every stratagem in their arsenal in an attempt to pin the responsibility, and consequently the blame, for the incident on the American people, and especially on the administration.

To say that the American people are not concerned over the plight of enslaved Cubans would be a gross error; to say that they look on Castroism and all it implies with anything except horror and indignation would be worse than an error. But it must be denied emphatically that the American administration accepts any responsibility for an invasion in the Bay of Pigs case.

The invasion was hopeless from the start. Responsible Americans knew it. Cubans who had fled the island, many of them accepted in America, were brave enough and rash enough to undertake a hasty and poorly organized attack. Efforts on the part of more sober-minded advisers to restrain them until a more favorable condition could be created were futile. The attack was made, and

ailed. Some thousand or more unfortunate Cuban patriots were captured. They were jailed, and appear to exist now under daily threat of being executed. To ransom them and restore them to liberty in exile seems to many people to be a noble purpose. But let this be understood clearly. These unfortunate people are Cubans. They are not thought as Cubans, and lost. For America to pay tribute to Castro for their release would be to accept official responsibility for their attempt. It would admit that America had sent them to their death, and now could make reparation only by submitting to blackmail for their release.

In many parts of the world American civilians and American military personnel sent out under the American flag to save American purposes during the World War and the Korean war are still in jail somewhere, if they are not under the sod. There is no movement, official or unofficial, to ransom them. Could a different policy apply to Cuba? In an effort to block further buildup of Communist force in Cuba, the administration, with the full concurrence of the Congress, has initiated measures to intercept shipping carrying arms to Cuba. One of the ships involved actually are American owned, operating under foreign flags. Now a friendly nation, Great Britain, suggests that she will deem any interference with shipping which flies her flag an act of war. This is a responsibility which we should be prepared to accept.

Military buildup in Cuba is condemned by a number of Latin American nations, as well as by the United States. Such a buildup is a direct threat to our own national interests, and an almost equal threat to the survival of free governments everywhere. If we are going to be in defending democracy, we might as well know it now. If our allies refuse to accept their share of the burden, they interpose their temporary economic interests between the real enemy and the prosecution of the great objective of the West, then we must reluctantly come to the conclusion that they are not on our side. In such a case, America can and will take up the challenge. We will protect our own national interests, as we see them.

**WEST VIRGINIA FARM PROBLEMS**  
**THE SPEAKER.** Under previous order of the House, the gentleman from West Virginia [Mr. STAGGERS] is recognized for 10 minutes.

**STAGGERS.** Mr. Speaker, for 7 years I have carefully watched the development of farm programs in the West, particularly as they affected the farmers of West Virginia and my district. The recent passage of new farm legislation will place additional responsibility on the shoulders of the ASCS farmer-elected committees who administer most action farm programs. Enrollment for participation in the 1963 program will open soon and once again the ASCS farmer-elected committees are called on to spark the programs at the local level.

I commend these farmer committees for their exceptionally fine record of local farm program administration. This record extends back for nearly 30 years. I have had occasion to contact some of these committees in my district. I have always found them to be most cooperative and am especially proud of the work they have done to bring the programs to the farmers of my district to help them solve their conservation and other farm problems. There are many small farmers in West Virginia who grow wheat, tobacco, corn, and other cash crops and who manage dairy and beef herds; these small farm operators need and appreciate the help and assistance given them through our farm programs administered by their locally elected committeemen. Our farmers appreciate this "grass roots" approach to farm programs under the committee system. As in all other States, ASCS county and community committees in West Virginia are elected by farmers themselves. These committees function much like a "board of directors" and they help adapt Federal farm programs to local conditions.

The agricultural conservation program is one of the programs these committees administer at the local level. This program is very important to West Virginia where we have so many small farms and extensive woodland. Farmer committee guidance of this conservation program, under which the Government shares the cost with the farmer for carrying out approved soil conservation measures, means a great deal to my district. It has helped to solve many conservation problems. The fertility and productivity of the soil have been increased. It has helped reduce the problems of erosion and gullying. Across the country farmer committees work with many other programs including price support, production adjustment, soil bank, feed grain and other programs authorized by the Congress designed to help farmers in time of natural disaster.

At this time, I want to compliment all those who have served so well in the farmer committee system, both in West Virginia and throughout the land, and also our Secretary of Agriculture, Orville L. Freeman, for his untiring efforts in revitalizing and strengthening the committee system of administration of our action farm programs.

#### THE CHALLENGE OF SOVIET EDUCATION

**THE SPEAKER.** Under previous order of the House, the gentleman from Connecticut [Mr. GIAIMO] is recognized for 30 minutes.

(Mr. GIAIMO asked and was given permission to revise and extend his remarks and include extraneous matter.)

**Mr. GIAIMO.** Mr. Speaker, the Honorable William Benton, distinguished former Senator from Connecticut and chairman of the board and publisher of the Encyclopedia Britannica, has recently written a series of articles on the challenge Soviet education is making to our own educational system.

Senator Benton is an astute and extremely knowledgeable observer in this field, and I believe that his remarks should be carefully read by every American citizen.

Last year I was privileged to tour the Soviet Union to study the quality of higher education in that country. I echo many of the sentiments expressed by the Senator, and I would like to convey to him my appreciation of this perceptive and brilliant series.

**RUSSIA'S QUIET WEAPON: EDUCATION—BENTON SEES SOVIET SCHOOLS OUTSTRIPPING THOSE OF WEST—EX-SENATOR REPORTS ON FOURTH VISIT TO U.S.S.R. IN 7 YEARS**

(First in a series of articles by former U.S. Senator William Benton, a recognized authority on the Soviet educational system)

The competition between the Soviet Union and the United States—between the Communist world and the free world—is likely to turn on which society makes the best use of its potential educational resources. The cold war struggle is one for intellectual power.

For some years, the Russian drive in this competition has been undergoing tremendous expansion on all fronts. It is now so intense that it threatens to surpass the United States and the West.

I make this statement, after my fourth visit to the U.S.S.R. in 7 years, on the basis of information and observation previously afforded no other American.

My latest visit, between June 21 and July 8 of this year, was both illuminating and sobering. I found Russian education at all levels bursting forth with new energy, new initiative, new ingenuity.

I found remarkable gains over those reported after my first visit to the Soviet Union in 1955, when the disparity between Russian dedication to education and our own was so grave that I came home a deeply worried citizen.

Soviet education is, of course, not "education" as we understand it. Our U.S. objective is to train our young people for individual development and fulfillment—for the best use of their highest powers in the pursuit of a happy and useful life. The Soviet objective is simpler. It is an easier one. It is merely to train young people for maximum value to the State.

Toward this end the Soviet Union's most potent weapon may very well be her quietest weapon: education.

Having been in Government and education off and on for a quarter century, I was aware that the Russians were practicing wise propaganda as well as courtesy when, as their guest, they revealed their progress to me. I am sure they expected me to warn my fellow Americans that the Soviet competitive threat to our educational supremacy is very real—calculated, dedicated, and purposeful. As Vyacheslav Yeitutin, Minister of Higher Education, said to me, "Better an education race than an arms race." We are, of course, faced with both.

Illiteracy is now a thing of the past except among the elderly. Education of all Russian youth not only is compulsory, but the primary-secondary school program now requiring a minimum of 8 years of schooling, will be expanded to 11 years for all by 1970. Further, the curriculum is much more demanding than our own.

Russian youngsters go to school 6 days a week, 10 months a year. Study hours are long. Discipline is strict. Examinations are frequent and searching, many of them oral and in the presence of outside observers. At all levels, Soviet students work much harder than do ours.

Since 1955, seven new universities have been established. On my 1955 visit, Minister

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Yelutin told me that 1.8 million students were enrolled in higher institutions. He placed the current figure at 2.6 million and told me that by 1980 it will reach 8 million. His budget, he said, was rising at a rate of 8 to 10 percent a year.

The Russians are now completing a giant "academic city" in the middle of Siberia consisting of a university and 15 modern research institutes, capable of accommodating 50,000 scientists and researchers. Further, they have drawn plans for more.

"The only limit in the number and quality of advanced institutions of learning is the economic resources of the country," I was told by E. K. Fedorov, chief learned secretary of the U.S.S.R. Academy of Sciences. No top limit is admitted; Russia is determined to continue to expand the economic resources available for science and research. The living standard may not go up appreciably in any given year. The prices of butter and meat have just been upped 25 percent and 30 percent. But the new academic city has top priority in the budget.

Nor does the Soviet effort stop at what we might call conventional methods of education. Correspondence courses are being provided for those who cannot get to the classroom; classroom motion pictures are spreading; television and radio are being applied to educational techniques on an ever-broadening scale and a full-time television network is planned to train engineers and other professional students; and while Russian teaching machines may lag behind ours in their present development, I predict that they will pick up our ideas, develop them rapidly and in 5 years may be far ahead of us.

Moreover, the Russians are more energetic and resourceful in their use of the work-study plan than we in the United States. At least a year in the 11-year schools is applied to work. At the college and advanced study level, only the most brilliant students are admitted without an intervening period of work. And, after admission, about 1 year of the 5-year course is devoted to work in office, factory, farm, or laboratory.

Speaking of the work-study policy, Education Minister Yelutin told me in approved Communist style: "This is a concern not only of practical importance but of great social importance. Won't you agree that it is not right to split the population into two layers—the workers and the intellectuals?"

"Everything in life goes back to physical labor," he added. "People who have brought up their children and who have permitted them to avoid physical labor have often had many difficulties with them. Under our present system of work and study, the adjustment of the young people to life is fast—and it is much better."

While many young men and women in the United States must forgo a college education because of the cost, Soviet educators claim that they put higher education within the reach of all who can qualify. In the Soviet higher institutions, the state, rather than the individual, pays the tuition. In fact, students receive stipends, depending on the subject and their grades.

Full tuition is paid in full for full-time students. Evening and correspondence students are not paid because they are earning money at daytime jobs. However, they are given 1 month off each year at full pay while they prepare for their examinations—and 4 to 6 months off at full pay in their last year before final examinations. They get the same courses and the same diplomas as full-time students, but, of course, take longer.

As for admission requirements, Rector Ivan Petrovsky of Moscow University denied reports that children of the privileged class receive any preference. I do not wholly accept this. It may be true in wide areas, but

it is perhaps only recently true—and only partially true. There have been scandals.

The rector stressed, however, that all applicants from within the U.S.S.R. are now given the same competitive exams. He pridefully pointed with pride to the fact that his own student body was drawn from the 60 nationalities of the U.S.S.R., plus another 70 nationalities from abroad. Indeed, there is a quota system to govern the admission of such students.

Since the Communist educational reforms of 1928, the U.S.S.R. has sought to apply to the new masses the educational goals of the old pre-World War I elite, the high standards of the czarist system which were based on the Garmar.

The Soviet student is not merely permitted to develop his talent to the full. He is pushed, prodded—and virtually forced to develop it—especially if the talent is the kind the state particularly values.

Thus the wastage of potential manpower tolerated in the United States would be unthinkable in the U.S.S.R.

For every American student who enters college, there is another of equal ability who fails to enter. Even worse, of the top 20 percent of our high school population in academic ability, only about one-fourth finish college—this despite the fact that we have taken some steps to meet the Soviet challenge trumpeted at us by the first sputnik. We have passed a National Defense Educational Act. President Kennedy has called for the program of Federal scholarships which I proposed in 1958.

But the key question still remains unanswered: Can we take the further steps to gird ourselves to the educational challenge being hurled at us by the U.S.S.R.?

If the Russians goad us into doing a better educational job, then we shall do only what our own best traditions call for. But if we are complacent about our educational achievements, if we allow ourselves to fall behind, we may find ourselves outwitted, outmaneuvered, outthought, and outbuilt throughout the world.

**SOVIETS DETERMINED TO GIVE SCHOOLING TOP PRIORITY—11 YEARS OF STUDY WILL BE REQUIRED BY 1970**

(Second in a series by former U.S. Senator William Benton, a recognized authority on the Soviet educational system)

In 1955, after the first of my four visits to the Soviet Union, I wrote that Russia was not only trying to steal the American dream of providing every child an equal opportunity for an education but was actually walking off with it in broad daylight.

On the basis of my latest firsthand study of the Soviet educational system this June and July, I can only conclude that the Russians now are threatening to run off with that dream and create a nightmare for an America all too inclined to rest on its educational laurels.

This is true not only in elementary and secondary education—at the grade and high school levels—but in higher education as well.

Because the U.S.S.R., as a country, is not nearly as developed economically as the United States, it is easy for us to be naive and complacent in minimizing the progress Russia has made and its planning for the near future. In the thirties, the Nazis claimed they gave up butter for guns. The Soviets have been giving up milk and meat for education.

Starting this fall, compulsory school training for all Soviet children is being expanded from 7 to 8 years. (When I first visited the U.S.S.R. it was only 4 years in many rural areas.) The present 10-year program, which is almost universal in the cities, has been extended to 11 years.

The extra year in each case will be devoted to practical experience—on farms, in factories, in offices. This is said to be in line with the Marxist goal to eliminate the class difference between intellectual labor on the one hand and manual labor on the other. But it accelerates the productivity of labor. It helps prepare the labor force for the factories.

In an interview with Alexei Ivanovitch Markuchevitch, Deputy Minister of Public Education of the great Russian Republic, I learned that the 11-year school will be compulsory for every Russian youngster by 1970. Further, there will be no significant electives except in the choice of the foreign language which must be studied for 6 years. Every boy and girl, for example, must study trigonometry. Only 8 percent of ours now do. Thus all Russian youngsters will have the mathematics needed to move ahead into engineering or science—in contrast to only a small fraction of ours.

Vyacheslav Yelutin, Minister of Higher Education, told me that the present enrollment of 2.6 million in higher education will be increased to 8 million by 1980.

Markuchevitch, who visited American schools in 1958, remarked that the compulsory level in Chicago, as he remembered it, was 10 years. When I told him that I understood 50 percent of all Chicago high school students dropped out before finishing their 12-year elementary and high school courses, he insisted that Russian students will not be permitted to withdraw until after the 11-year minimum.

Further, a Russian school year is much longer than ours. It is 10 months—and days a week. Compulsory studies in the 11-year schools are 4 years of physics, 4 of chemistry and biology—and plenty of Russian literature.

So intense is Russia's drive to make a complete education universal that the "tempo of growth of the students is faster than the tempo of growth of teachers," Markuchevitch stated.

"We must cut down on the time for training elementary teachers," he told me. (He said it now takes 5 years to train a teacher after graduation from the 11-year schools.) "We must seek new ways to improve the skills of teachers. We must adopt and study the new techniques of teaching. We must step up the numbers of students in our universities who are being trained as teachers."

He commented: "Your English system measurement is greatly in the way of your children when they study mathematics chemistry. The metric system (used in Russia) is far, far better. Your system places heavy burden on your children."

I found that Markuchevitch felt he had acquired a rather new insight into American students on a visit to our country in 1958. He contended that if the demands on them were greater, they could easily cope with them.

"The difference between your students and ours," he said, "is the difference between a film which is moving at slow speed and one which is moving at regular speed."

When Markuchevitch, a specialist in theoretical mathematics, visited American schools, he sat through the classes and talked at length with students afterward.

He told me he met very capable young people, the kind who would have no difficulty with the subject matter of the Soviet school if they had exposure and instruction hours of work comparable with Russia's.

But he found that when he gave young Americans a problem of reasonable difficulty in mathematics—a problem he would expect Soviet students to handle—and he said was true in Boston, Chicago and San Francisco—they could not solve it. American teachers, he suggested with no trace of belligerence, "use more standard methods of solving problems."